Psychology marking guide

External assessment

Combination response (105 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. describe and explain localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology
2. apply understanding of localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology
3. analyse evidence about localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology to identify trends, patterns, relationships, limitations or uncertainty
4. interpret evidence about localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology to draw conclusions based on analysis.

Note: Objectives 5, 6 and 7 are not assessed in this instrument.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of ‘0’ will be recorded. Where no response to a question has been made, a mark of ‘N’ will be recorded.

Allow FT mark(s) – refers to ‘follow through’, where an error in the prior section of working is used later in the response, a mark (or marks) for the rest of the response can still be awarded so long as it still demonstrates the correct conceptual understanding or skill in the rest of the response.

External assessment marking guide (EAMG)

Paper 1: Multiple choice

Question	Response
1	A
2	D
3	A
4	A
5	B
6	A
7	C
8	C
9	D
10	C
11	B
12	C
13	C
14	D
15	C

Question	Response
16	A
17	B
18	B
19	B
20	A
21	D
22	B
23	C
24	A
25	D
26	B
27	A
28	C
29	A
30	A

Paper 1: Short response

Q	Sample response	The response:
31	Prejudice expressed as sexism is a preconceived negative opinion expressed against individuals or groups on the basis of their sex or gender. An example is an employer with the opinion that female workers must wear makeup when working at the front counter.	• describes prejudice expressed as sexism **[1 mark]** • identifies an example of sexism **[1 mark]**
32	According to McMillan and Chavis (1986), the effect of influence within a community leads to fulfilling needs and integration.	• describes how influence can lead to a sense of community according to McMillan and Chavis **[1 mark]**
33	Primary motor cortex Cerebellum	• identifies one brain part responsible for voluntary movement **[1 mark]** • identifies another brain part responsible for voluntary movement **[1 mark]**
34	Increasing contact between the people who hold the stereotype and those who are the target of the stereotype has been shown to reduce prejudice due to an increase in interpersonal understanding. For example, increasing the contact between Australians who have anti-immigration views and immigrants to Australia should increase interpersonal understanding and challenge the stereotypes.	• describes how intergroup contact can reduce prejudice **[1 mark]** • identifies an example of how intergroup contact can reduce prejudice **[1 mark]**
35	Visuospatial sketchpad The visuospatial sketchpad would assist the participants in the spatial task where they were asked to recall the spatial positions of the letters presented in certain sized matrices.	• identifies one component of the model of working memory evident in the investigation **[1 mark]** • identifies an example relevant to the component in the investigation **[1 mark]**

Q	Sample response	The response:
36	Encoding failure is the inability to retrieve information because it was never encoded, attended to properly or stored in long-term memory. For example, a driver encounters a detour on their drive to work and may be unable to distinguish between all the new routes available to them.	• describes the features of encoding failure **[1 mark]** • identifies an example relevant to everyday life **[1 mark]**
37	Spontaneous recovery occurs when the conditioned response reappears after a period of apparent extinction.	• describes spontaneous recovery in operant conditioning **[1 mark]**
38	Self-serving bias is the tendency to attribute our behavioural successes to personal factors and our failures to situational factors outside of our control, whereas confirmation bias is the tendency for people to search for confirmation of what they already believe. An example of a self-serving bias would be if a student gets a high score on a test it's because they studied hard, but if they get a poor score it's because the teacher doesn't like them. An example of confirmation bias would be a person who is in favour of gun control seeking out news stories and opinion pieces that reaffirm their belief, and on hearing negative stories in the media (such as shootings), reinterprets them in a way that supports their existing beliefs.	• recognises a difference between self-serving and confirmation biases **[1 mark]** • identifies an example of self-serving bias **[1 mark]** • identifies an example of confirmation bias **[1 mark]**

Q	Sample response	The response:
39	Social learning and biology-based theories of gender role formation both propose that gender is expressed in different ways across different life stages. Social learning theories suggest that gender is formed as a result of external social interactions, whereas biology-based theories focus on internal physiological effects. Both theories are required for a coherent understanding of the development of gender role formation.	• recognises a similarity between social learning and biology-based theories of gender role formation **[1 mark]** • recognises a difference between social learning and biology-based theories of gender role formation **[1 mark]** • recognises the significance of the similarities or differences between social learning and biology-based theories of gender role formation **[1 mark]**
40	An argument for the general aggression model (GAM) is that it offers empirically validated insights into ways to reduce aggression, including how to stunt the development of aggressive tendencies over time. An example argument for the GAM is that a person known to be aggressive can be given strategies designed to reduce their hostile affect and increase thoughtful awareness of the violent thoughts, feelings and actions, increasing their likelihood to engage in decision-making processes when the urge to act aggressively occurs. An argument against the GAM is that it suggests that aggression is an automatic process over which an individual has little control. An example of the argument against the GAM suggests that all teenagers who play violent video games would display aggressive tendencies; however, evidence suggests that although the sale of violent games has increased over time, so has the civic involvement and volunteering of youth, providing evidence against the automatic processes proposed by the GAM.	• discusses an argument for the general aggression model (GAM) **[1 mark]** • identifies an example that supports the argument for the GAM **[1 mark]** • discusses an argument against the GAM **[1 mark]** • identifies an example that supports the argument against the GAM **[1 mark]**

Q	Sample response	The response:
41	For Parkinson's disease, the neurotransmitter is dopamine. If dopamine is reduced, it interferes with the function of nerves controlling muscle movement. This relates to the symptom of shakes and tremors experienced by people with Parkinson's disease.	• identifies the neurotransmitter associated with Parkinson's disease or Alzheimer's disease [1 mark] • discusses the interference in the neurotransmitter function [1 mark] • discusses the relationship between neurotransmitter interference and a physiological symptom of Parkinson's disease or Alzheimer's disease [1 mark]

Paper 2: Short response

Q		Sample response	The response:
1	a)	UCR: Salivation NS: Metronome/bell CS: Metronome/bell	• recalls the unconditioned response (UCR) **[1 mark]** • recalls the neutral stimulus (NS) **[1 mark]** • recalls the conditioned stimulus (CS) **[1 mark]**
	b)	For stimulus generalisation, similar stimuli can produce the conditioned response, whereas in stimulus discrimination only one stimulus will produce the conditioned response. An example of stimulus generalisation would be if the dog produced the conditioned response (salivation) to stimuli similar to the conditioned stimulus (the bell/metronome), such as buzzers and clickers. An example of stimulus discrimination would be if the dog produced the conditioned response (salivation) only to the specific conditioned stimulus (the bell/metronome).	• distinguishes a difference between stimulus generalisation and stimulus discrimination **[1 mark]** • identifies an example of stimulus generalisation relevant to the investigation **[1 mark]** • identifies an example of stimulus discrimination relevant to the investigation **[1 mark]**
	c)	Spontaneous recovery is the reappearance of a conditioned response to the conditioned stimulus after a period of apparent extinction, e.g. if the conditioned response (salivation) was extinguished, but on re-presentation of the conditioned stimulus (the bell/metronome) salivation reappeared.	• describes spontaneous recovery **[1 mark]** • identifies an example of spontaneous recovery relevant to the investigation **[1 mark]**

Q		Sample response	The response:
	d)	The investigations by Pavlov and Skinner demonstrate that both theories have an acquisition process whereby the response is conditioned or learnt. In the investigation by Pavlov the behaviour of the dog had no consequences, whereas in the investigation by Skinner, the consequences of the response by the pigeon were vital to the process of learning. The significance of these differences is the consequences involved in the acquisition of the behaviour in Skinner's investigation, which were not present in that conducted by Pavlov.	• recognises a similarity between the findings of the investigations by Pavlov and Skinner related to classical and operant conditioning **[1 mark]** • recognises a difference between the findings of the investigations by Pavlov and Skinner related to classical and operant conditioning **[1 mark]** • identifies the significance of the similarities or differences between the findings of the investigations by Pavlov and Skinner **[1 mark]**
	e)	In classical conditioning, the association is between the conditioned stimulus and conditioned stimulus. In operant conditioning, the association is between the behaviour and consequences.	• identifies the association in classical conditioning **[1 mark]** • identifies the association in operant conditioning **[1 mark]**
2	a)	Audience inhibition Without the presence of others in the forest, participants would not feel inhibited about removing the wood or incorrectly interpreting the sign.	• identifies a factor that may have influenced the antisocial behaviour of participants **[1 mark]** • provides a reason relating to the experiments **[1 mark]**
	b)	Social responsibility refers to the belief that everybody ought to help others that are less fortunate. In one experiment, the signs with descriptive norms attempted to appeal to the participants' sense of social responsibility, which meant that an overwhelming majority of wood wasn't stolen.	• describes social responsibility as a factor that may have influenced prosocial behaviour **[1 mark]** • describes how social responsibility may have affected the behaviour of participants in the experiment **[1 mark]**

Q		Sample response	The response:
	c)	The first sign, 'Please do not walk on the dunes.' will be the most effective. The experiment by Cialdini found that signs using injunctive normative beliefs, like the first sign, were the most effective in terms of changing participants' behaviour. The experiment by Cialdini also found that signs using descriptive normative beliefs, like the second sign, were the least effective in terms of changing the behaviour of participants.	• predicts that the first sign will be the most effective **[1 mark]** • gives a reason based on the findings of the original experiment (injunctive normative belief) **[1 mark]** • gives another reason based on the findings of the original experiment (descriptive normative belief) **[1 mark]**
3	a)	Empathy leads to an increase in prosocial behaviour as people see another's point of view and feel what another person is feeling. For example, participants in the investigation should have felt empathy for the victim and as a result acted in a prosocial way by reporting the emergency to the experimenter.	• describes empathy as a personal characteristic that may increase prosocial behaviour **[1 mark]** • describes how empathy should have affected the behaviour of the participants in the investigation **[1 mark]**
	b)	Situational attributions are factors within the environment that are external to the individual that contribute to behaviour. Participants in the larger groups (3+ people) did not report the emergency because they believed that others in the group would do so. Dispositional attributions are factors within a person that contribute to behaviour, such as personality characteristics, motivation, ability and effort. Individual participants did not report the emergency because they felt they did not have the motivation to seek out the experimenter to inform them of the situation.	• describes situational attributions **[1 mark]** • identifies how situational attributions could be used to explain the behaviour of participants in the investigation **[1 mark]** • describes dispositional attributions **[1 mark]** • identifies how dispositional attributions could be used to explain the behaviour of participants in the investigation **[1 mark]**

Q		Sample response	The response:
	c)	Stage 1 is to determine if the person noticed the event. In the investigation, the participants noticed that the victim was having a seizure. Stage 2 is to determine if the person interprets the situation as an emergency. In the investigation, participants did not know if it was an emergency or fake. Stage 3 is to determine if the person will take personal responsibility. In the investigation, as the group size increased, participants were less likely to take personal responsibility.	• describes stage 1 of the model of bystander intervention **[1 mark]** • identifies an example of stage 1 from the investigation **[1 mark]** • describes stage 2 of the model of bystander intervention **[1 mark]** • identifies an example of stage 2 from the investigation **[1 mark]** • describes stage 3 of the model of bystander intervention **[1 mark]** • identifies an example of stage 3 from the investigation **[1 mark]**
	d)	The actions of the participants did not match their attitude towards the situation. They knew they should have responded to the emergency, but did not because of the social situation, demonstrating cognitive dissonance.	• identifies evidence of the likely cognitive dissonance experienced by the participants in the investigation **[1 mark]**

Q		Sample response	The response:
4	a)	Occipital lobe	• determines the correct lobe **[1 mark]**
	b)	In order to view the images presented in the investigation, reception occurs when participants' sensory receptors detect the presence of the images. Participants' sensory receptors then convert the stimulus energy into impulses of electrochemical energy. The electrochemical energy is then transmitted via a specialised neural pathway (optical nerve) to the participants' visual cortex. The participants' visual cortex then filters the stimuli, and important features are selected for further processing, like the position, shape and angle of the images on the background. These features are then organised into meaningful patterns and wholes, e.g. from independent features such as vertical and horizontal lines in order for the participants to form an interpretation. As a result, the participants interpret these patterns or wholes and give them meanings based on the objects they represent in the real world.	• explains - reception **[1 mark]** - transduction **[1 mark]** - transmission **[1 mark]** - selection **[1 mark]** - organisation **[1 mark]** - interpretation **[1 mark]**
	c)	One depth cue that participants may have used to interpret the image is linear perspective, whereby the parallel lines on the background appear to converge, creating the impression of increasing distance. One visual constancy that participants may have used to interpret the image is shape constancy, whereby they perceived the shape of the object remaining constant despite the changes to the background.	• identifies a depth cue evident in the experiment **[1 mark]** • explains how the depth cue would be used to interpret the images in the experiment **[1 mark]** • identifies a visual constancy evident in the experiment **[1 mark]** • explains how the visual constancy would be used to interpret the images in the experiment **[1 mark]**
5	a)	12	• determines the mode for the noisy test condition **[1 mark]**
	b)	IQR = 15 – 14 IQR = 1	• shows the mathematical process in calculating the interquartile range (IQR) **[1 mark]**

Q		Sample response	The response:
			• obtains the numerical answer for the interquartile range (IQR) **[1 mark]**
	c)	The IQR for the noisy condition (IQR_{noisy} = 2) was greater than the IQR for the silent condition (IQR_{silent} = 1).	• contrasts the difference between the two IQR scores **[1 mark]**
	d)	As *p* was greater than 0.05 (*p* > .05) there is a statistically non-significant difference between the result for the noisy condition and the result for the silent condition. The result of the statistical test shows we cannot conclude that a significant difference exists in test performances between participants who studied in a silent environment or those in a noisy environment.	• identifies a non-significant difference between the two conditions **[1 mark]** • draws a conclusion relevant to the (given) calculated *p* value **[1 mark]**